DOCUMENT RESUME

ED 180 989 SP 015 353

AUTHOR	Freeman, Donald: And Others
TITLE	Variations in Employment Opportunities Among Graduates of Different Student Teaching Programs.
PUB DATE	Feb 80
NOTE	28p.; Paper prepared for the Forum of Field Directors Session at the Annual Meeting of the Association of Teacher Educators (Washington, D.C., February 1980)
AVAILABLE FROM	For related document, see SP 013 787
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Field Experience Programs: Followup Studies: Occupational Mobility: *Program Design: *Program Evaluation: *Student Teaching: Teacher Education Curriculum: *Teacher Employment: Teaching Experience: Trend Analysis

ABSTRACT

This study was designed to provide descriptions of employment histories experienced by graduates of five different student teaching programs. These field programs were regular, cluster, overseas, elementary interns, and competency based. Differences between these programs are identified and analyzed. Subjects of the survey were graduates of Michigan State University. The survey sought to identify trends in employment opportunities and to determine the comparative impact of the selected student teaching programs on the subsequent employment histories of program graduates. Results of the survey are presented in both tabular and narrative form, and a discussion of the relative values of the programs and implications for future program development is included. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180989

U S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

VARIATION IN EMPLOYMENT OPPORTUNITIES AMONG GRADUATES OF DIFFERENT STUDENT TEACHING PROGRAMS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Donald Freeman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Donald Freeman

Joe Byers

Banks Bradley

Michigan State University

SP015353

Paper prepared for the Forum of Field Directors session at the annual meeting of the Association of Teacher Educators, Washington D.C., February 1980.

Variation in Employment Opportunities Among Graduates of Different Student Teaching Programs

Donald Freeman
Joe Byers
Banks Bradley

Introduction

The first and foremost concern of undergraduate teacher certification candidates is, "Can I find a teaching position when I graduate?" It is therefore surprising that despite a significant increase in program evaluation efforts spurred on by NCATE standards dating back to 1970 and despite a dramatic increase in job placement anxieties resulting from the highly publicized reduction in the job market, only a few institutions have systematically examined the employment histories of their graduates. To the authors' knowledge, Western Kentucky University is the only other institution that has included comprehensive descriptions of employment in published reports of program evaluation (eg. Adams, 1979).

Because Michigan State University offers alternative student teaching programs, the employment question for our undergraduates is translated into an even finer distinction, "Will enrolling in a particular student teaching program increase my chances of finding a teaching position when I graduate?" The study summarized in this report addresses these student concerns. The basic purposes are:

1) To identify emerging trends in employment opportunities for graduates of Michigan State University.

2) To determine the comparative impact of selected student teaching programs on the subsequent employment histories of program graduates.

In summarizing the results of this study, the authors intend to illustrate the value of two features of program evaluation design; namely, the collection

of comprehensive employment history data and consideration of cross-program comparisons. In our opinion, these features should play a prominent role in efforts to evaluate the quality of student teaching programs.

Design of the Study

This study sought to examine long-range outcomes of five distinct student teaching programs (Regular, Cluster, Overseas, Elementary Intern, and CBTE) for four different years of enrollment (1969-70, 1971-72, 1974-75, and 1975-76). The study also includes responses from supervisors of those individuals who are still active members of the teaching profession.

Instruments:

Two questionnaires were developed and field tested for use in the study: an 84 item graduate survey and a 43 item survey for supervisors. Employment data obtained from these surveys include the number of individuals who found teaching positions following graduation, the number who are still teaching, and reasons for not entering or for leaving the teaching profession. In addition to questions that focused on employment opportunities, each survey included attitude subscales and ratings of classroom performance. (A summary of findings derived from an analysis of other sections of the surveys is reported in Freeman, et al., 1979a).

Sample:

A 4 x 5 sampling matrix suggested by the cross between the five student teaching programs and four years in which individuals student taught was used to identify graduates who were included in the sample. However, because there are no graduates of the CBTE program for the years 1969-70 and 1971-72, two of the twenty cells in this matrix are empty. A total of 1,080 surveys (18 x 60) were therefore mailed to a random sample of 60 individuals from each of the other 18 cells. Unfor-

tunately, many of these surveys were returned with no forwarding address. Whenever this happened, replacements were randomly selected from the relevant group. Despite this adjustment, 86 individuals could not be reached on either the first or second mailing. Thus the final sample consisted of 994 graduates. Fifty-four percent of this group completed the questionnaire.

The majority of the 536 graduates who completed the survey are still active members of the teaching profession. Ninety percent of these individuals voluntarily provided the name and address of their immediate supervisor. Of the 269 individuals identified in this fashion, 236 completed the supervisor survey, a return rate of 88 percent.

The Five Student Teaching Programs

The five student teaching programs considered in this study are administered by The Division of Student Teaching and Professional Development at Michigan State University. In order to qualify for student teaching, participants in each of these programs must be of junior/senior status, have a 2.0 overall grade point average, have satisfactorily completed required methods courses and be approved for student teaching by their respective major university department. Although there are variations in the implementation of each program, characteristic features typically conform to the following descriptions:

Regular:

Student teaching consists of a full-time eleven week assignment in a public/private school working with an experienced, certified teacher. University coordinators provide assistance to supervising teachers and student teachers in several different buildings.

Cluster:

This program began in 1968 and is characterized by the assignment of groups of 10 to 12 student teachers to a single school. A teacher (Cluster Consultant) from the school is typically released one-half time to coordinate the student teaching program in his/her building. Thus student teachers and supervising teachers receive on-site support from cluster consultants and college coordinators.

Overseas:

Since 1969, students have been able to apply for student teaching placements in English speaking schools located overseas. A university coordinator interviews candidates and accompanies those who are selected to one of the following locations: Madrid, Rome, Guadalajara, The Hague, Brussels, Lakenheath (England), or Belize. The administration of overseas programs typically conforms to the Regular student teaching model.

Elementary Intern Program (EIP):

Successful applicants are typically admitted to the EIP program during their sophomore year. During the junior year, they complete methods courses and student teaching in a resident center location. During their senior year, EIP participants function as full-time classroom teachers in the school district in which they student taught. Supervision of field experiences and instruction is provided by intern consultants from the local area schools as well as university coordinators.

Competency Based Teacher Education (also known as the POINTE program):

The CBTE program was developed by a team of university coordinators and classroom teachers. This team initially implemented the two-term program in 1974. The first term of CBTE includes structured experiences in both classroom and instructional laboratory settings. The second term

consists of a full-time student teaching experience in the same classroom in which students worked on a part-time basis during the first term. The administration of student teaching in this program conforms to the cluster model.

A Closer Analysis of Program Differences

An analysis of the above descriptions suggests important differences in program design and administration. The number of individuals who provide supervision for student teachers, for example, is greater for the CBTE, Cluster, and Intern programs than is true for the Regular and Overseas Programs. Variation in the length of involvement in a particular school system in which the candidate might ultimately be employed is even more dramatic. In the EIP program, students spend more than one full year in a school system which may offer them a job when they graduate. In the overseas program, students spend eleven weeks in a school system in which they cannot possibly be employed at the time they graduate.

Another important difference stems from the fact that students are not randomly assigned to student teaching programs. Thus variation in employment histories among graduates of different programs may be a function of differences in the make-up of students who enroll in each program as well as differences in program design and administration. Whereas differences of this type may appear to be troublesome from the perspective of strict experimental control, they may actually contribute to our understanding of differentual employment patterns among graduates from different programs. It is therefore important to examine the process by which students enroll in each of the programs considered in this study.

Students enrolled in the elementary certification program at Michigan State may elect to apply for admission into either the Elementary Intern

Program or the Overseas Student Teaching Program. Most, but not all, applicants are accepted into these two programs. Evidence suggests that the EIP and Overseas programs attract different types of students. 81% of the EIP graduates, for example, made a firm decision to seek a teaching position prior to the time they student taught: only 57% of the Overseas graduates had made this decision by this time. This and other evidence that will be reviewed in the next section of the report suggests that students who select the EIP program are more intense in their desire to enter the teaching profession and are more restricted by geographical bounds in their search for a teaching position than is true for graduates of the Overseas programs.

The process by which students who do not apply for either the EIP or Overseas programs are assigned to one of the other three student teaching programs also contributes to differences in the make-up of students in each program. Students who qualify for student teaching assignments in the Lansing area by being married or because of extreme financial need are automatically assigned to the CBTE program; others are assigned to either the Regular or Cluster programs in out-state locations on the basis of available stations. Most CBTE graduates therefore have strong financial ties to the Lansing area, while students in the Regular and Cluster programs have greater geographical mobility at the time they apply for jobs.

Students enrolled in secondary certification programs are assigned to student teaching programs by essentially the same process as that outlined above. The only important difference is that there is not a Secondary Intern Program that the students may elect to enter. Important differences in program characteristics and participants may therefore be summarized as in Figure 1.

Figure 1: A Summary of Important Differences in Program Design and Participation

	Individuals providing supervision of student teaching	Level of involvement in district in which might be employed	Geographical mobility when seeking a teaching position
Regular	Supervising Teacher College Coordinator	one term of student teaching	No apparent restriction.
EIP	Supervising Teacher Intern Consultant College Coordinator.	one term of student teaching and one year of full-time teaching	Majority have at least some financial ties to city in which they student teach.
Cluster	Supervising Teacher Cluster Consultant College Coordinator.	one term of student teaching.	No apparent restriction.
Overseas	Supervising Teacher College Coordinator.	one term of student teaching in system that does not offer jobs to inexperienced teachers	Some evidence to suggest are the most mobile of all the groups.
CBTE	Supervising Teacher Cluster Consultant College Coordinator	one term part-time involvement and one term of student teaching	Majority have strong financial ties to the Lansing area.

Major Findings

As noted earlier, a significant proportion of items on the Graduate Survey were devoted to information regarding employment histories. Each item addresses a specific question regarding initial employment or attrition from the profession. These questions therefore provide a convenient framework for summarizing the major findings of the study.

1. Initial Employment: Individuals Who Entered the Profession

Has the percent of individuals who secured a teaching position following graduation varied across years and programs?

Data in Table 1 depict the percent of individuals in each cell of the sampling matrix who responded "yes" to the question, "Did you secure a teaching position following graduation?" Table 1 also depicts aggregate totals for the four years and five programs as well as adjusted means for each year. The latter figures were derived by multiplying the percents in each cell by the total cell population and dividing that figure by the total N. Due to sizable differences in the total number of enrollees in each program, the adjusted means provide a more accurate reflection of the magnitude of change across years.

Table 1: Percent of Graduates Who Secured a Teaching Position Following Graduation

Program \ Year	1969-70 (n=110)	1971-72 (n=110)	1974-75 (n=153)	1975-76 (n=158)	TOTAL
Regular (n=108)	73.3%	75.0%	69.2%	71.4%	72.2%
EIP (n=108)	92.3%	83.3%	64.7%	62.5%	75.0%
Cluster (n=131)	72.4%	76.7%	86.1%	66.7%	75.6%
Overseas (n-125)	88.0%	78.1%	54.2%	72.7%	73.6%
CBTE (n=59)			60.6%	34.6%	49.2%
TOTAL	80.9%	78.2%	68.0%	63.3%	
ADJUSTED MEANS	75.2%	76.6%	71.7%	65.4%	

	Chi-square	df.	statistical significance
Program Effects	16.43	4	$p < .01$
Year Effects	13.31	3	$p < .01$

The data in Table 1 support the following general conclusions:

a) The percent of graduates who secured a teaching position following graduation apparently reached a peak in about 1971-72 and has declined since that time. In terms of the years considered in this study, the percent has varied from an estimated high of 76.6% for the years 1971-72 to an estimated low of 65.4% for the years 1975-76. In other words, the sharp decline in student enrollment in teacher certification programs at Michigan State (approximately 40% from 69-70 to 75-76) has very nearly, but not totally, matched the decline in opportunities for employment.

Although the comparison of these figures with data collected at Western Kentucky University is crude at best, the percent of graduates from Western Kentucky who entered the profession appears to have remained comparatively stabile during the years in which Michigan State has experienced a decline (Adams, 1979).

b) The decline in percent of graduates entering the profession has been most dramatic for the EIP program. In 1969-70, approximately 90% of the EIP graduates secured a teaching position following graduation: by 1975-76 this percent had declined to the level of employment for graduates of the Regular, Cluster, and Overseas programs (approximately 65%). It is important to note that as a result of the sharp reduction in available teaching positions in the state of Michigan, it has become increasing difficult to place EIP participants in full year intern assignments. The decline in job placements for EIP graduates therefore seems to directly parallel the significant reduction in the number of EIP students who were able to spend their final year in the program as intern teachers. Thus the

data in Table 1 provide strong evidence of a direct link between extensive involvement in a district in which one might be employed and favorable employment opportunities. However, this same relationship does not seem to hold for lower levels of involvement in the schools. The percent of overseas student teachers who found jobs, for example, was approximately equal to that for graduates of the Regular and Cluster programs who student taught in schools in which they might be employed and exceeded that for CBTE graduates who spent two terms in a school district in which they might be offered jobs.

c) The percent of CBTE graduates who were able to secure teaching positions following graduation was lower than that for graduates of the other four programs. During the years 1974 through 1976 only about 50% of the CBTE graduates were initially employed as teachers; the comparable figure for graduates of the other four programs was 65%. As noted earlier, most CBTE graduates have strong financial ties to to the Lansing area and therefore seek jobs in this geographical region. As a result of the close proximity of the University, competition for teaching positions in the Lansing area is as intense as any location in the state.

Thus the data in Table 1 provide at least some evidence for the commonly held belief that students who are committed to a particular geographical region in which jobs are relatively scarce will experience more problems in securing teaching positions than their more mobile counterparts. However, the data in Table 1 also suggests that mobility alone does not assure greater job opportunities. As noted earlier, graduates of the Regular, Cluster, and Overseas programs are more mobile than graduates of the EIP program who often have strong

financial ties to a specific geographical area. Despite their lack of mobility, EIP graduates have competed favorably for available jobs. Thus extensive involvement in a school system may be a more important factor than geographical mobility in enchancing job opportunities.

Has the percent of graduates who entered the profession as "under-employed teachers" varied across years and programs?

Individuals who entered the teaching profession following graduation were asked to indicate the type of position they initially secured: substitute teaching, paraprofessional, part-time classroom teaching, support position (eg. librarian), full-time classroom teaching, or other. Those individuals who indicated that their initial role was that of a "substitute teacher", "paraprofessional", or a "part-time classroom teacher" were arbitrarily classified as "underemployed teachers" prior to the analysis that is summarized in Table 2.

The data in Table 2 describe the percent of individuals who entered the profession as "underemployed teachers" for each cell in the sampling matrix. Aggregate totals for the four years and five programs as well as adjusted means for each year are also presented in Table 2.

Table 2: Percent of Individuals Entering the Profession Who Were Initially Underemployed (substitutes, Paraprofessionals or Part-time Classroom Teachers)

Program \ Year	1969-70 (n=91)	1971-72 (n=89)	1974-75 (n=113)	1975-76 (n=107)	TOTAL
Regular (n=73)	13.6%	31.2%	18.8%	36.8%	24.7%
EIP (n=77)	0.0%	25.0%	36.4%	28.6%	22.1%
Cluster (n=97)	23.8%	21.7%	26.7%	21.7%	23.7%
Overseas (n=86)	4.8%	4.2%	33.3%	37.9%	19.8%
CBTE (n=29)			55.0%	44.4%	51.7%
TOTAL	10.6%	19.3%	34.1%	33.0%	
ADJUSTED MEANS	12.7%	25.6%	27.0%	33.6%	

	Chi-square	df.	statistical significance
Program Effects	16.43	4	$p < .01$
Year Effects	13.31	3	$p < .01$

The data in Table 2 support the following general conclusions:

a) The percent of individuals who entered the profession as "underemployed teachers" increased dramatically over the years considered in the study.* This trend began as early as 1971-72 when the esti-

* Approximately 70% of the individuals in this group served as substitute teachers, 20% as part-time teachers, and 10% as paraprofessionals.

mated percent of underemployed teachers (25.6%) was nearly double the estimate of underemployed teachers in 1969-70 (12.7%). In brief, the data in Table 2 present strong evidence that as the job market tightened, the percent of individuals who gained entry into the profession as underemployed teachers increased.

The combination of data from Tables 1 and 2 provides a more complete description of the impact of the declining job market than either table alone. This analysis suggests that the percent of student teachers in a given year who were able to secure a full-time teaching position following graduation steadily declined during the years considered in this study. These percents are as follows:

Year	% of student teachers who secured a full-time teaching position following graduation
1969-70	65.6%
1971-72	57.0%
1974-75	52.3%
1975-76	43.4%

As these figures suggest, the percent of candidates who found a full-time teaching position following graduation decreased from approximately 65% in 1969-70 to less than 45% in 1975-76. Unfortunately, comparable figures do not exist for other institutions located outside the state of Michigan where the job market may have have undergone a less severe decline.

b) The percent of graduates of the CBTE Program who entered the profession as "underemployed teachers" (approximately 50%) was significantly higher than the corresponding percent of graduates from the other four programs (approximately 33% during the years 1974 through

1976). Thus only about one-fourth of the 29 CBTE graduates in our sample were able to secure a full-time teaching position following graduation. Although these data can hardly be considered conclusive, they do suggest that entry into the profession as an "underemployed teacher" may be more common in areas where there is intense competition for jobs (eg. comparatively large metropolitan cities) than in geographical regions where the competition is somewhat less severe.

2. Initial Employment: Individuals Who Did Not Enter the Profession

What is the fate of those individuals who do not secure a teaching position following graduation?

Individuals who did not enter the teaching profession following graduation were asked to respond to three questions regarding their: (a) reasons for not entering the profession, (b) type of position they did obtain and (c) level of education demanded by this position.

Stated reasons for not entering the profession are summarized in Table 3. Whenever possible, comparable figures are provided for 95 individuals from Western Kentrucky University who graduated during the years 1972 through 1978 (Adams, 1979). The data in Table 3 support the following general conclusions:

a) Stated reasons for not entering the teaching profession have remained relatively constant over the years considered in this study. A Chi-Square Test of observed differences in response patterns among graduates from different years did not approach statistical significance.

b) Lack of an available teaching position is cited most often as the reason for not entering the profession. Approximately 54% of the

Table 3: Descriptive Characteristics of Individuals Who Did Not Secure a Teaching Position Following Graduation

Please check the statement which best describes your reason for not entering the teaching profession.

	Regular (n=31)	EIP (n=29)	Cluster (n=35)	Overseas (n=39)	CBTE (n=30)	Total MSU Graduates (n=164)	Adjusted Means	Graduates of W. Kentucky U. (n=95)*
Decided against teaching as a career	12.9%	3.4%	17.1%	17.9%	10.0%	12.8%	13.1%	8.0%
Entered graduate school	19.4%	0.0%	5.7%	20.5%	16.7%	12.8%	14.2%	6.0%
Offered a job outside of education which promised greater rewards	9.7%	3.4%	11.4%	15.4%	13.3%	11.0%	9.9%	Not Avail.
A teaching position was not available in the geographical area in which I hoped to reside	38.7%	72.4%	22.9%	20.5%	26.7%	34.8%	36.9%	18.0%
A teaching position was not available anywhere	12.9%	13.8%	25.7%	17.9%	20.0%	18.3%	16.6%	24.0%
Other	6.5%	6.9%	17.1%	7.7%	13.3%	10.4%	9.4%	Not Avail.

* Based on interpretations of data provided by Adams, 1979.

	Chi-square	df	Statistical significance
Program effect	35.19	20	$p < .05$
Year effect	14.64	15	N.S.

graduates in the Michigan State sample who did not enter the profession indicated that they were not able to find a teaching job. The comparable figure for graduates from Western Kentucky University was 42%. The most frequent problem facing Michigan State graduates who were persistent in their efforts to locate a teaching position appears to be that of being tied to a particular geographical region. Approximately 1/3 of those who did not enter the profession indicated that a teaching position was not available in the geographical area in which they hoped to reside; less than 20% indicated that a job was not available anywhere. Comparable figures for Western Kentucky suggest that lack of mobility is a more critical limiting factor for Michigan State graduates than is true for graduates from Western Kentucky University.

c) Stated reasons for not entering the profession varied among graduates of the five programs. These differences were most pronounced for graduates of the EIP and Overseas programs and provide strong evidence that these two programs attract different kinds of students. The number of overseas graduates who "decided against teaching as a career, "entered graduate school", or were "offered a job outside of education which promised greater rewards" (total = approximately 54%) was considerably higher than the corresponding figure for graduates of the EIP program (total = approximately 8%). If one assumes that these three reasons are indicative of either (a) a decision not to teach or (b) a willingness to consider other alternatives following a comparatively limited attempt to secure a teaching position, it would appear that the Overseas group is less persistent in its efforts to locate a teaching job and is considerably

more mobile than the EIP group. This conclusion is also supported by the fact that over 70% of the EIP graduates indicated that a teaching position was not available in the geographical region in which they hoped to reside while only about 20% of the overseas graduates felt that this statement provided the best description of their reasons for not entering the teaching profession.

Have job opportunities for those not entering the profession varied across years and programs?

Approximately 87% of the individuals in our sample who did not enter the teaching profession following graduation did find a salaried position outside the profession. However, about 40% of those who did obtain jobs were "underemployed" in that their position did not require the level of college education they had received. This figure is only slightly higher than the percent of "underemployed teachers" in recent years (approximately 33%). Chi-Square Tests suggest that neither the pattern of jobs obtained, nor the level of underemployment has changed significantly over the years considered in this study. Further, the percent of graduates in this group who were underemployed did not vary significantly across the five student teaching programs.

3. Attrition from the Profession:

Has the percent of individuals who are still teaching varied across years and programs?

Those individuals who entered the teaching profession following graduation were asked to indicate if they "still hold a teaching position."

Responses to this question are summarized in Table 4. Wherever possible, comparable figures are provided for graduates of Western Kentucky University (Adams, 1979). In view of significant differences in design and data collection procedures, there is not a one to one correspondence between the figures for Michigan State graduates and Western Kentucky graduates as Table 4 seems to suggest.

Table 4: Percent of Individuals Entering the Profession Who Still Hold a Teaching Position

A. By Years:

Years	% Still Teaching: M.S.U.	W. Kentucky*
1969-70	74.2% (n=89)	Not Available
1971-72	69.8% (n=86)	40.9% (n=22)
1974-75	74.3% (n=104)	80.0% (n=45)
1975-76	83.2% (n=100)	81.1% (n=37)

* Estimates based on liberal interpretations of data provided by Adams, 1979.

B. By Programs:

Programs	% Still Teaching
Regular (n=78)	73.1%
EIP (n=81)	84.0%
Cluster (n=99)	75.0%
Overseas (n=92)	69.5%
CBTE (n=29)	81.5%

Table 4 (cont.)

	Chi-square	d.f.	Statistical Significance
Year Effect	4.92	3	N.S.
Program Effect	5.79	4	N.S.

Results of Chi-square analyses of the data summarized in Table 4 suggest that the percent of individuals who are still teaching does not vary by programs or by years.

The latter finding is somewhat surprising. Although approximately one-fourth of those entering the teaching profession in Michigan leave within the first 8 or 9 years, most of those who leave do so during the first three years of teaching. The percent of individuals in our sample who have left the teaching profession varied from a high of only about 30% for graduates in 1970-71, to a low of about 17% for graduates in 1975-76. Thus the turnover rate among young, untenured teachers in Michigan is far higher than that for more experienced teachers.

Although the data from Western Kentucky is only roughly comparable, it seems to confirm the high turnover rate among young teachers. There is some indication, however, that the turnover rate among more experienced teachers is higher for Western Kentucky graduates than is true for Michigan State graduates. This difference may reflect a more severe job market in areas serviced by Michigan State graduates. Michigan State graduates may be more reluctant to leave teaching because they realize it will be extremely difficult to find a job if and when they decide to return.

Although observed differences in the percent of graduates from different programs who are still teaching were not statistically

significant, it is interesting to note that the largest difference occured for graduates of the EIP and overseas programs. 84% of the EIP graduates who found a teaching position following graduation have remained in the profession; the corresponding figure for overseas graduates is 70%. Thus the data in Table 4 lends further support to the conclusion that these two programs attract different kinds of students.

Have stated reasons for leaving the profession varied across years and programs?

Teachers in our sample who have left the profession were asked to indicate their reasons for leaving. Their responses to this question are summarized in Table 5.

Table 5: Descriptive Characteristics of Those Who Have Left the Teaching Profession

Please check the statement which best describes your reasons for leaving the teaching profession (N=118)

	1969-70 (n=26)	1971-72 (n=30)	1974-75 (n=32)	1975-76 (n=30)	TOTAL
Did not provide sufficient personal/professional challenge	30.8%	16.7%	31.3%	43.3%	30.5%
Left to raise a family	30.8%	43.3%	0.0%	3.3%	18.6%
Found a more satisfying job outside the profession	11.5%	10.0%	21.9%	13.3%	14.4%
Could not obtain a teaching position in area to which I subsequently moved	11.5%	10.0%	15.6%	26.7%	16.1%
Other	15.4%	20.0%	31.3%	13.3%	20.3%

	Chi-square	df	statistical significance
Program Effect	22.27	16	N.S.
Year Effect	32.95	12	$p < .001$

Although stated reasons for leaving the profession did not vary significantly among graduates of different programs, there are significant differences across years of graduation. Perhaps the clearest trend suggested by the data is a significant reduction in the number of individuals who left teaching "to raise a family." Approximately 33% of those who entered teaching during the years 1969-72 and who have subsequently left the profession did so in order to raise a family. The corresponding figure for those graduating during the years 1974-76 is less than 5%. Comparable data from Western Kentucky University suggests that this trend has not been as pronounced among graduates of Western Kentucky as it has been for graduates of Michigan State. Once again, this difference may be the result of a tighter job market in Michigan than in areas serviced by Western Kentucky graduates.

Although the data are somewhat less conclusive, results presented in Table 5 also suggest that there may be an upward trend in teachers leaving the profession because (a) it does not provide sufficient personal or professional challenge or (b) because they are unable to find a position in the area to which they subsequently move.

Summary and Conclusions

This study was designed to provide descriptions of employment histories experienced by graduates of five different student teaching programs at Michigan State University (Regular, Cluster, Overseas, Elementary Intern, and CBTE) for four different years of enrollment (1969-70, 1971-72, 1974-75, and 1975-76). An analysis of surveys completed by 536 individuals from a stratified random sample of 994 graduates, provides reason to be both cautiously optimistic and pessimistic about employment opportunities for Michigan State graduates:

A. Significant Trends:

1) Perhaps most encouraging is the finding that the comparatively recent decline in enrollments in teacher certification programs has very nearly matched the decline in opportunities for employment. Nearly 2/3 of our graduates in 1975-76 were able to find teaching positions, a decline of only about 10% from 1971-72 which was the most favorable year for employment.

2) It is also somewhat encouraging to find that the fate of individuals who did not locate a teaching position has not changed significantly over the years considered in this study.

(i) Regardless of year of graduation, the most frequent problem facing graduates who did not enter the profession was an inability to find a teaching job, either in the geographical region in which they hoped to reside (approx. 33%) or anywhere they applied (approx. 20%).

(ii) However, nearly one-third of the graduates in our sample who did not enter the profession decided against teaching as a career or were willing to consider other alternatives such as graduate school or more promising jobs outside the profession. This apparent lack of an intense effort to find a teaching position was far more characteristic of graduates from the Overseas program than was true for EIP graduates and provides evidence that these two programs attract different kinds of students.

(iii) Approximately 85% of those who did not locate a teaching position did find a salaried job outside the profession. Further, sixty percent of this group found jobs that were at least consistent with their level of education.

3) The most discouraging, and perhaps most significant, finding is that the percent of individuals who entered the profession through "substitute teaching", "paraprofessional", or "part-time teaching" roles increased dramatically during the years considered in this study. In 1969-70, only about 12% entered the profession in one of these roles; by 1975-76, this figure increased to 34%. Thus nearly one-third of our most recent graduates have entered the profession as underemployed teachers.

4) The percent of individuals in our sample who have left the teaching profession varies from a high of only about 30% for graduates in 1970-71, to a low of about 17% for graduates in 1975-76. Thus the turnover rate among young, untenured teachers appears to be far higher than that for more experienced teachers. Our data also suggests that fewer teachers are leaving the profession to raise a family. Conversely, the number who leave because they are unable to find a teaching position in the area to which they subsequently move appears to be increasing.

B. Significant Differences Among Programs

1) The decline in percent of graduates entering the profession has been most dramatic for the EIP program. This decline seems to parallel the significant reduction in the number of EIP students who were able to spend their final year in the program as intern teachers. This finding therefore provides strong evidence that extensive field experiences in a school system in which one might ultimately be employed will enhance employment opportunities.

2) The percent of CBTE graduates who were able to secure teaching positions following graduation was lower than that for graduates of the

other four programs (approximately 50% versus 65% for the years 1974-76). Further, a higher proportion of those who did find teaching positions initially served as substitute or part-time teachers. Thus only about 1/4 of the 29 CBTE graduates in our sample were able to secure a full-time teaching position following graduation. This finding combined with the analysis of stated reasons for not entering the profession summarized earlier, suggests that graduates who are financially tied to a particular geographical area will experience greater problems in finding teaching jobs than their more mobile counterparts.

3) Graduates of the five programs did not vary significantly on either of the following indices:

   (a) percent of those entering the profession who still hold a teaching position.

   (b) descriptive characteristics of those who have left the teaching profession.

Collectively, these findings support the general conclusion that as employment opportunities for teachers continue to decline; (a) the percent of teacher certification candidates who enter the profession will decline slightly, (b) the percent who enter the profession as underemployed teachers will sharply increase, (c) fewer teachers will leave the profession after their first three years, and (d) reasons for leaving the profession will change. The findings also suggest that individuals who are restricted to a particular geographical region face gloomy job prospects while those who spend extensive time in field experiences in school systems offering jobs will enjoy a strong competitive advantage over those who spend less time in the schools.

These and other findings illustrate the value of collecting comprehensive employment history data in the evaluation of student teaching

programs. They also illustrate the value of contrasting programs that differ in design and administration or in terms of the types of student they attract. To the extent that these two features receive serious consideration in future program evaluation designs, this report will have served its intended purpose.

References

Adams, Ronald D., "Critical findings from the teacher preparation evaluation program: Teacher entry, retention, and changes", Paper presented at the annual meeting of The American Educational Research Association, San Francisco, CA, 1979.

Bradley, Banks, "Overseas Student Teaching: A follow-up study report as an assessment of intercultural experiences in student teaching," unpublished manuscript, Michigan State University, East Lansing, MI, 1975.

Freeman D. J., Bradley, B. T., Bornstein, T., and Byers, J. L., Trends and long-range outcomes of student teaching programs suggested by a survey of Michigan State University graduates and their supervisors, Bethesda, MD: ERIC Document Reproduction Service, ED 166163, 1979a.

Freeman, D. J., "Do teacher preparation programs make a difference: Input from graduates," Paper presented at the annual meeting of the Association of Teacher Educators, Orlando, FL, 1979b.

Freeman, D. J., "Developmental changes in attitude among participants in a competency-based teacher education program," Paper presented at the joint conference of the Michigan Educational Research Association and the Mid-Western Educational Research Association, Kalamazoo, MI, 1979c.

Hord, Shirley, M., and Hall, Gene E. (eds.), Teacher education program evaluation and follow-up studies: A collection of current efforts, The Research and Development Center for Teacher Education, University of Texas at Austin, 1978.

National Council for Accreditation of Teacher Education, Standards for the accreditation of teacher education, Washington, D.C., 1977.